

LB1876

.B62A3

(1916)

LB 1876
B62 A3

CATECHISM

By H. H. CHERRY, President

Western Kentucky State Normal School
BOWLING GREEN, KENTUCKY

The Western Kentucky State Normal School belongs to the people of the Commonwealth. It is a Human Stock Company. The people are the stockholders. It was created in the interest of moral, intellectual, physical and industrial thrift. Its dividends go to all the people of the State and all the tax-payers contribute to its financial support. The Board of Regents, President, Faculty and Students and other persons held responsible for its management and work, have done everything within their power to make the institution an eminent success and a strong and efficient factor in the work of training the teachers of the Commonwealth. We most earnestly and respectfully petition the General Assembly and the people of the Commonwealth to investigate the educational service the institution is rendering and to give it such material assistance as it in their opinion deserves. We invite a careful study of this catechism.

Biennial Report

Of the Board of Regents
of the Western Kentucky
State Normal School

BOWLING GREEN

KENTUCKY

LB1876
B62A3

D. of D.
MAR 23 1917

20.2.57/18

Western's Creed

THE Western Kentucky State Normal School believes in and is working earnestly for the greater Commonwealth—a land of happy homes where moral, intellectual, religious, social and industrial ideals flourish and flowers bloom; a land dotted with schools taught by consecrated teachers, crowded with our noble boys and girls preparing for spiritual and intellectual enjoyment and for service in the occupation they are to pursue; a land where an earnest effort is made to give every human mind a healthy body in which to work; a land of Christian ideals, with good roads leading from neighbor to neighbor and from everywhere to the church, the school, and the market; a land where every inch of soil is fertilized with constructive thought, with human brains and conscience, yielding an abundant harvest to be transmuted into patriotic life; a land of industrial standards made in the image of justice; a land of work, worth and service determining the real value of man; a land where demagoguery, political trickery, and incompetency have been banished and the fundamentals of real progress established; a land where every citizen carries the ballot in his conscience when he enters the voting booth; a land where public opinion enforces the right and leavens life; a land of brothers, fellowship, good-will, Christian liberty and individuality; a land of lofty ideals, of love, of charity; a land where the spiritual prevails over the material and the intellectual is vitalized with conscience; a land where moral and intellectual initiative is encouraged and individuality is enthroned; a land where honor rules and Democracy is crowned, and a land where the schools interpret the principles enunciated in this creed into their courses of study and make every school a human nursery where healthy ideas grow and human individualities flourish.

Bowling Green, Kentucky, January 7, 1916.

To the Governor and General Assembly of Kentucky,
Frankfort, Kentucky.

Gentlemen:

We have the honor to submit for the biennial report of the Western Kentucky State Normal School the following interesting and instructive catechism which was prepared by President H. H. Cherry.

Respectfully yours,

V. O. Gilbert,
W. J. Gooch,
H. K. Cole,
J. Whit Potter,
John P. Haswell,

Board of Regents,
Western Kentucky State Normal School.

C A T E C H I S M

By H. H. CHERRY, President

Western Kentucky State Normal School

BOWLING GREEN, KY.

What Is the Commonwealth?

The Commonwealth is an organism composed of human beings who are capable of growth or degeneration, intelligent patriotism or anarchy, of waste or of thrift, of physical health or of disease.

What Are Some of the Qualities of the Great Commonwealth?

The great Commonwealth has vision, purpose and unity of effort. It has moral, intellectual and industrial ideals and works to accomplish them. It is affirmative and fearless. These qualities depend upon the people composing the Commonwealth.

What Does the Commonwealth Seek to Do?

The Commonwealth seeks through a diffusion of knowledge and character, through an "atmosphere of souls," through the ethical nature of man and his inherent desire to be free and just, to bring the great mass of human beings together into a hemisphere of interdependent, associated common life where the importance of every human being, and every honorable occupation is emphasized and where the individual is given an opportunity to enjoy spiritual and industrial freedom and to be prosperous and happy. It seeks to give every citizen, whether he lives in the country or in the city, on the hill or in the valley, in the hut or in the mansion, a chance to live and a chance to grow. The triumph of Democracy in the Commonwealth depends upon the triumph of Democracy in the souls of the people. The spirit of Democracy is poured into the Commonwealth through the thoughts of the people.

Give Some Idea of an Ideal Commonwealth.

The ideal Commonwealth has moral, intellectual and executive spontaneity. It grows. It grows because it has the divine contagion of human personality and good citizenship; because it is itself a great lesson in progressive life, and because its public officials, its public sentiment, its vision, its ideals, its patriotism, its laws, and its citizens are moral, patriotic and just. It grows because it is a living, growing organism, nourished by a spiritual atmosphere, a spiritual soil, a spiritual sunshine and a spiritual shower.

What Is the First Duty of the Commonwealth?

The first duty of the Commonwealth, and its first necessity, is to provide for training which will guarantee the intelligence and promote the integrity of its citizens. This must be accomplished largely through a harmonized and articulated school system under Government direction and supported by district, county and State taxation. Our system of schools

must include elementary schools, secondary schools, normal schools and the State university. In order to put this system into effective operation we must have teachers of scholarship, character and personality, modern school buildings, with modern equipment and grounds, intelligent sanitation and democratized courses of study that will offer boys and girls, men and women, a chance to prepare for spiritual and intellectual enjoyment and for service in the occupation they are to pursue in life.

What Is the Relation that Exists Between the Commonwealth and Education?

When we look deeply into the sources of influence that must administer, rule and perpetuate our country, we discover that the education of all of the people for their chosen work is not at all a question of choice, conscious design, or deliberate mental act, but an inevitable and inherent relation from which we can not escape. The Declaration of Independence is the greatest educational program ever presented to the world. Its own fundamentals depend upon universal intelligence and righteousness. When Thomas Jefferson, the world's champion of a practical Democracy, declared the consent of the governed to be the true foundation of all just authority, he affirmed his allegiance to a school system that articulates with the masses and gives each person an opportunity to prepare for his chosen work. Government by the consent of the governed is the mother of public education. In a Democracy, consent, in the hands of a starving, unproductive, intolerant, ignorant citizenship would become an anarchy. There is no such thing as a free Commonwealth without free men, and we can not have a free and enlightened citizenship without free and efficient schools.

Can the Commonwealth Be Bestowed?

We can sharpen a pencil by putting it into a pencil sharpener and turning a crank. We can make a wooden box by sawing off some pieces of plank and nailing them together, but we can not produce a great Commonwealth in that way. It must be achieved through a diffusion of knowledge and character among the people. The Commonwealth's idealization of education is the result of the law of self-preservation. It recognizes its own being as an organism composed of spiritual atoms that are capable of patriotic conduct. It is natural for our Commonwealth to idealize an intelligent, active, rational citizen because it realizes that it takes a full-grown mind to reach and a full-grown heart to feel a full-grown democratic Commonwealth. It will take full-grown citizens to make a full-grown Commonwealth and a full-grown school system, developed to its highest degree of efficiency, to make full-grown citizens.

What Was the Fundamental Thought that Prompted the Establishment of Normal Schools in the Commonwealth?

The Commonwealth that has the men has the present, the Commonwealth that has the schools has the future, and the Commonwealth that has the teachers has the schools. It is a progressive statesmanship that realizes that what is desired in the life of the Commonwealth must be developed in the lives of those teachers who train the children of the Commonwealth. The normal schools were established in the interest of moral, intellectual, spiritual, physical and industrial thrift. *They seek to accomplish the end for which they were established by giving the teachers an opportunity to have more life to give to the children of the Commonwealth.*

What Is the Logical Place of a Normal School in the School System?

Behind an efficient Commonwealth is an efficient citizenship; behind an efficient citizenship is an efficient public school system; behind an efficient public school system is the efficient teacher; behind the efficient teacher are the normal schools and other agencies that seek to train the teachers for efficiency. The normal schools are inseparably linked with the public schools of the State. They live and breathe together. They are an organic part of the public school system. Any man who is against the normal schools is against the public schools.

Can We Have Good Schools Without Good Teachers?

I fear we sometimes try to bring about school reform by external, mechanical methods rather than by inspired personal leadership. The teachers too frequently look for educational reform in an untried educational theory rather than in a personal resurrection. Behind number lies the power of personality. Behind every great school lies a great soul, the constructive personality of a great teacher. We may have modern schoolhouses, longer school terms, local taxation, consolidation, and all other things that enter into a well-ordered school and school community, but without the vitalizing touch of qualified teachers, schoolhouses will become dead matter, the school term will be too long, local taxation unprofitable, and consolidation a failure. Wherever you find educational efficiency, you will find the commanding personality of a teacher. Put a poor teacher in a modern schoolhouse, with its modern equipment and attractive grounds, and you will still have a poor school. Put a good teacher in a poor schoolhouse, with poor equipment, and you will have a pretty good school, if not a good school and, as a result of the influence of the teacher, you will have, in a short time, a modern school building, modern equipment and a local educational interest. Educational enthusiasm will go visiting when the poor teacher enters the community. We may champion various methods of educational reform to find, in the end, that the qualified teacher marches at the head of educational progress. Even a live, democratized course of study will die in the hands of a dead teacher and will bring disappointment to the people and create the reactionary spirit in the school community. The teaching of agriculture, and all other forms of vocational training, and all other good things that are natural parts of the organic life of the school, will languish and die unless vitalized by leadership. *It is dangerous for educational reform to reach the school ahead of a trained and reformed teacher.*

What Is the Greatest Need of the Commonwealth in its Work of Developing Communities?

I knew Bill when he was a boy. He is now a great citizen, but his early outlook on life was quite gloomy. Bill had native ability, but was without vision and ambition. He entered a school that was taught by a great teacher who had given himself rich preparation for his chosen work and who was great in preparation, purpose, sympathy and service. The light of his teacher soon lighted up the life of Bill and he decided to be and to do something in life. He said: "I am going to be an oculist. I am going to be the best oculist in this country." An over-mastering purpose possessed him and became a faith, a fire in the home of his soul. His teacher unconsciously led him to see that his success in the treatment of the eye depended largely upon his own ability to see, not only with the physical eye, but with the eye of the spirit. Bill studied hard and advanced rapidly. Everything he did and everything he studied seemed to be related in some way or some how to an effort

to make the blind see. His purpose was a patriotism, and not a commercialism, a service and not a fee, a life and not a vocation. Bill entered a school that offered a special course for the study of the eye and graduated with honors. He located in a community that offered splendid opportunities for his work and commenced treating the eye. Blind Jim lived in the community where Bill worked and he went to Bill one day and asked for eyes that would enable him to see. He had knocked at the door of other oculists, only to be turned back into a dark world. Bill, fired by a desire to help the blind to see, made a trial of his faith. The light of his life lighted the eyes of blind Jim and he was able to see. People heard about the remarkable cure and came from all directions seeking light. In the preparation of this little story I have emphasized that the school is the oculist and the community is the eye, and the light of the eye depends upon the light of the oculist. I have emphasized that the greatest need of the community is leadership and that influence, whether personal or institutional, is largely inherent in personality. The best thing in human endeavor is a human being, and the best thing in a school is the conquering personality of a great teacher. The majority of the rural communities of Kentucky are blind Jims that need a Bill.

What Is the Economic Value of Training Teachers?

The work of transmuting the school fund and all other money raised for education into effective human power into a greater Commonwealth is the most vital economic and spiritual problem that is now before the people. Millions of dollars appropriated for education have been squandered upon inefficient teaching and this waste will continue until stopped through the development of a qualified and stable teaching profession. Agricultural progress recognizes a waste in every nubbin ear of corn, and then it proceeds to make big ears of corn and to stop the waste by operating on the farmer. Fundamental educational progress recognizes every poor school as a tremendous waste to the community and to the Commonwealth, and then it proceeds to have a better school and to stop the waste by operating on the teacher. The returns from the three and one-half millions of dollars, appropriated out of the treasury of the Commonwealth annually, for the education of our children, depend finally upon the character of the teachers employed in our schools, upon their mental, moral and religious qualities, their ideals in life; their breadth, their depth, their fullness and fineness; their culture, and their skill in teaching. Add to the qualification and salary of the teacher, to the scope of the work and influence of the normal schools and to all other agencies that will develop teaching power, and we will subtract from a tremendous waste of the school fund and, at the same time, add to the intelligence and earning capacity of the people. Saying nothing of spiritual values, I feel sure that even on an economic basis that the normal schools have saved the Commonwealth a large sum of money—many, many times their cost, through the very effective work they have done for the teachers of the Commonwealth.

What Influence Has Education Upon the Industrial Development of the Commonwealth?

The school is a pioneer that reaches the industrial world through the world of mind. The efficient school precedes thinking capacity; thinking capacity precedes earning capacity, and earning capacity precedes industrial progress. Human thought is the ticker that tells what every inch of property is worth.

Extend the vision of mind and you broaden the fields of commerce; build up the efficiency of the school and you quicken industrial life; build and equip a modern school building in every community in the Commonwealth, adopt courses of study that will prepare

for the work of life, and employ teachers who have the teacher's vision and the teacher's preparation and the Commonwealth will experience a new moral, intellectual and industrial birth.

Live schools, constructive citizens and a sane commerce travel together. The schools assist in solving the fiscal and social problems of the home and of the Commonwealth by increasing the productive capacity of the people, by developing a citizenship whose good behavior will reduce the expense for criminal prosecutions and make additions to jails and penitentiaries unnecessary, and by making every person a productive, honest citizen who puts public interest above private gain.

The people have not always supported the schools, because they regarded them as a tax. They must be shown that ignorance is a tax, and that the school is an investment that pays two dividends, one in more life, and one in more property.

Would There Be Any Economy in Curtailing or Withholding Liberal Support from any Institution or Agency of Life that Is Effectively Transmuting Money into Human Power?

Any man who tries to improve the economic affairs of the Commonwealth by curtailing legitimately, economically and efficiently administered material support to better homes, better teachers, better schools, better health, better agriculture, better roads, and to all other things that make a productive citizen, proceeds on the theory that the way to improve a house is to tear it down; that the way to be rescued from a leaking boat is to sink the boat; that the way to improve the life and business of the Commonwealth is to stop the currents of thought. Any man who advocates a policy of withdrawing or withholding needed support from the normal schools and the work of training teachers for efficient service in the Commonwealth proceeds upon the theory that the way to stop a leak is to make it larger.

What Is the Sphere and Mission of Normal Schools?

While it may be truly said that the normal schools are not the exclusive agents for the training of teachers, they certainly are the Commonwealth's chief agents. They are expected to build up the professional spirit, to establish educational standards, to create ideals and to send out men and women trained for leadership in the Commonwealth. For the realization of these ideals they have striven vigorously for mastery of the subject-matter, to secure efficient execution, for high ideals, to assure proper direction, for a spirit of democracy that all may be willing to serve, and for the growth of individual personality, and for the development of a sane, safe and wholesome moral and religious character.

Have These Ideals Been Attained by the Western Normal?

That these ideals have been attained, in a large measure, is attested by the influence that the students of the institution have had in raising the standard of educational ideals and of the standard of living. It is a matter of common comment that our students have become not only leaders in teaching children, but that they have learned the art of going far beyond the four walls of the school room to build up the communities in which they live and labor. These activities, beyond the school room, have resulted in a better attendance at the school, in better teachers, in community campaigns for better health conditions, in improvement of our roads, in a wide range of agricultural advancement, in the improvement of homes and home-making, in the sustaining of night schools, in the conducting of better institutes, in the construction of better school buildings, in an improvement of the

school grounds, in an increase of the number of graded and consolidated schools and in a growing sentiment for consolidated schools.

What Is the Western Normal Doing in the Way of Preparing Citizens for the Duties of Citizenship?

We shall fail to develop and perpetuate the ideals of a democracy unless the schools recognize the necessity of training our youth for citizenship. The school that is not itself aglow with enthusiasm for refinement, beauty, sincerity, truth, righteousness, can never kindle in those under its charge this flame of the higher patriotism.

The school must vitalize its efforts with human interests and honor and practice noble life in the recitation, in the examination, on the play-ground and elsewhere. Patriotism is life; it is a principle, a divine and human fundamental.

The roots of pure, undefiled patriotism run deep in the laws of mind. It is a character forged in the soul. Old Glory floating over the schoolhouse will not go far toward the development of civic virtue unless the school carries Old Glory in its heart, supports it in its courses of study and defends its sacred honor in its daily conduct. The Western Normal is doing all within its power to develop schools that will stand at the life anvil of every child and assist in forging a civic freeman; schools that will accompany the voter to the voting precinct and prompt the hand to cast an honest ballot; schools that will bring the ballot box and the people closer together, and schools that will develop a civic awakening, an American patriotism that will brand and publicly disgrace any individual who barter a public trust or who offers to buy or sell the sacred ballot. The Normal is a democracy that is preparing citizens for service in a democracy.

How Many Students Attended the Western Normal During the Past Two Scholastic Years? Number of Men? Number of Women?

The following statistics pertain to the last two scholastic years:

Number of students enrolled from September, 1913 to September, 1914.....	1,707
Number of students enrolled from September, 1914 to September, 1915.....	1,642
Total for the two years	3,349
Pupils enrolling in the training school for the two years.....	600
Total number, including the Training School.....	3,949
2,999 regular students who entered the Normal School during the biennial period were appointees who signed the statement agreeing to teach in Kentucky following their attendance at the Normal. Those who did not sign the agreement paid regular tuition.	
Number of men enrolled.....	1,042
Number of women enrolled.....	2,307
Average ages approximately	22
Number of students who had taught before entering the Normal.....	2,577
Number of students who had not taught before entering the Normal School.....	772
Average number of days taught by the teachers before entering the Normal School..	700
Life graduates in the two years.....	122
Four-year certificates granted in the two years	132
Two-year certificates granted in the two years.....	239
Students in the county certificate course obtaining county certificates by examination under county superintendents, approximately.....	900

Perspective Showing the Proposed Plant of the Western Kentucky State Normal School



- | | | | |
|---|--------------------------|----------------------------|---|
| 1. New Vanmeter Hall and Administration Bldg. | 4. Boys' Boarding Home. | 7. Modern Training School. | 11. Athletic Field. |
| 2. Manual Training Building. | 5. Culinary Department. | 8. Science Hall. | 12. Agricultural Demonstration Station. |
| 3. Gymnasium. | 6. Girls' Boarding Home. | 9. Library. | 13. Lighting, Heating and Power Plant. |

We give above a perspective, showing the proposed plant of the Western Kentucky State Normal School as it will appear when finished. The Board of Regents has considered the present as well as the future in laying out a modern plant for the Institution.

Many state educational institutions in this country, after having expended thousands of dollars in the development of a plant, have been forced to purchase a new site and begin over in order to avoid a crowded and unsanitary condition and to have room for the growing needs of the institution. The buildings have frequently been located, walks and drives constructed, and trees planted without any thought of the location of future buildings, of harmony and articulation and of the future requirements of the institution. This failure has cost heavily and has subjected the management of these institutions to just and severe criticism.

The management of the Western Normal has tried to look ahead for a few hundred years and has earnestly attempted to make a beginning that will permit of future development. After securing one of the most beautiful sites in America for a great institution, expert building and landscape architects were employed to work with the school in laying out a plant for the future. The commanding hill upon which the buildings are being constructed was laid out in contours of one hundred feet each, and an elevation of every foot of land on the hill was made, and every building, walk, road, for the present and for the future, was located. The architects who were employed to do the work were asked to hear, if possible, the conversation of intelligent citizens while on the campus of the Normal and discussing the plant one hundred years from now. *The management believes in an economy that looks into the future and invests every dollar in a way that will give it a permanent earning capacity.*

The new site contains one hundred and forty-five acres of land. About one hundred acres of it is capable of cultivation.

The plant is being constructed in honor of Childhood, and will, when completed, reflect the statesmanship and patriotism of the Commonwealth of Kentucky. The Regents are pursuing a policy that will invest every dollar paid by the taxpayers of the Commonwealth and appropriated by the General Assembly to the institution in such a way as to make it contribute its full value to the State, not only now, but for decades to come. *They are putting every dollar into a plant that will have, at its completion, economy, convenience, harmony and sanitation.* The Regents submit the completion of this patriotic enterprise to the people of the Commonwealth, fully realizing that it will take time to finish it, but, at the same time, entertaining the hope that the future will witness its completion.



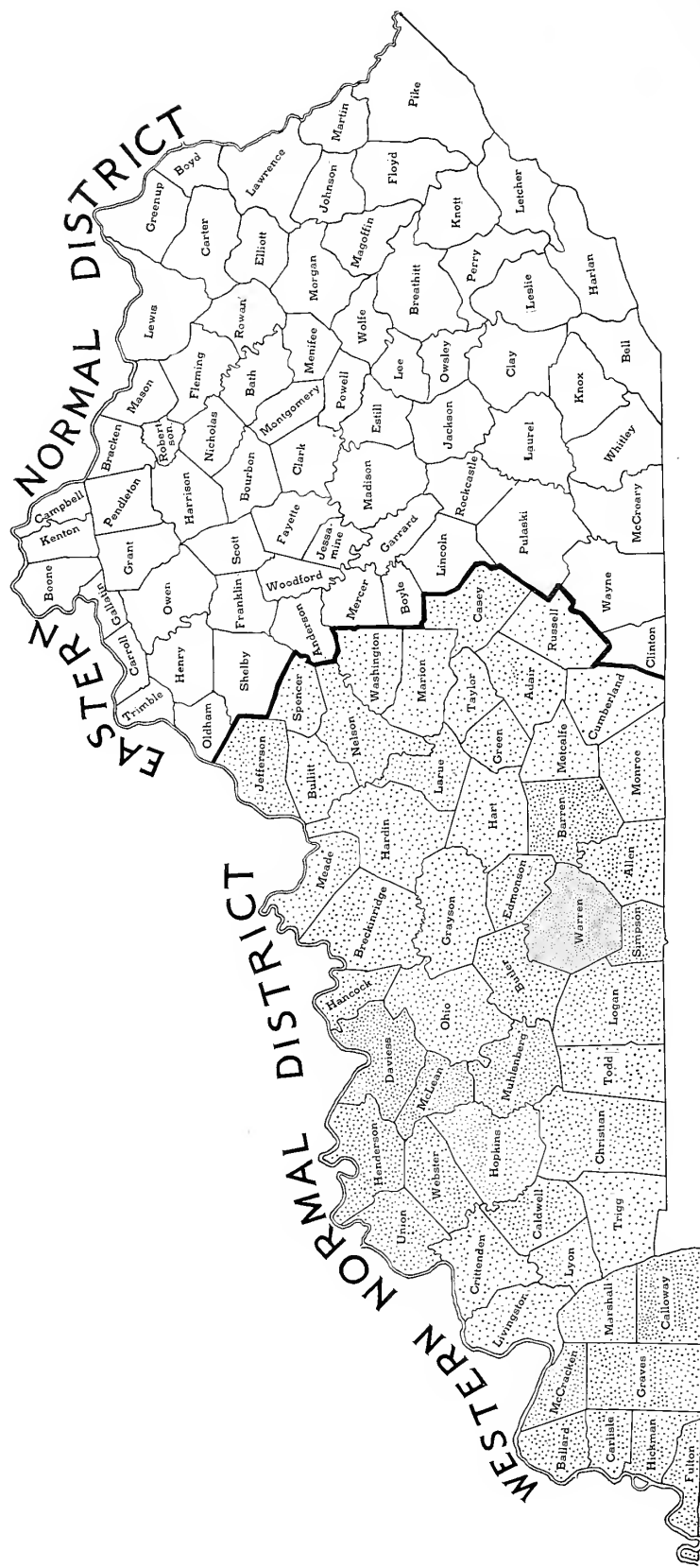
Some of the Rural Children Who Have Been Taught by

It is a progressive statesmanship that realizes that what is desired in the life of the Commonwealth must be developed in the lives of those teachers who have the opportunity to have more life to give



Teachers Who Have Attended The Western Normal.

who train the children of the Commonwealth. The Normal Schools were established in order to give the teachers of the Commonwealth
the children of the Commonwealth.



Graphic Representation of the Influence of The Western Kentucky State Normal School

For every dot shown on the above map a Student-Teacher has entered the State Normal at Bowling Green. No one student is counted twice.
The dots also show the number of students from each County.

THE MAP DOES NOT INCLUDE 142 STUDENTS WHO ENTERED FROM THE EASTERN NORMAL DISTRICT.

Multiply the number of dots, representing the number of student-teachers who have attended from each county, by 70, the average number of census children in each school district, and then draw your own conclusions as to the value of the educational service the Western Normal is rendering the Commonwealth. A conservative estimate shows that from 400,000 to 450,000 different children of Kentucky have been taught, or are now being taught, by the student teachers who have attended the Western Normal. Fully eighty-three per cent (83%) of these children live in the rural districts of the Commonwealth. A glance at the map will convince anyone that the school is reaching the masses.

What Per Cent of the Students Are from Kentucky?

Out of the 3,349 regular student-teachers who attended the Western Normal, during the past two scholastic years, all were from Kentucky except three from Alabama, one from Arkansas, one from Colorado, one from Florida, three from Illinois, one from Indiana, two from Oklahoma, one from Ohio, eight from Tennessee, seven from Mississippi, three from Texas and one from Wisconsin, making a total of thirty-two. All students who are not from Kentucky pay regular tuition.

Is the Commonwealth Getting the Benefit of the Services of the Teachers Trained in the Western Normal?

Not counting Louisville, 54% of all the teachers of the Western Normal District, composed of 51 counties, have attended the Western Normal for either a long or short term. This applies to the scholastic year of 1915—1916.

What Per Cent of These Teachers Teach in the Rural Districts?

About 83 per cent are instructing rural pupils.

How Many Children Have Been Taught or Are Now Being Instructed by the Teachers Who Have Attended the Western Normal Since It Began Active Operation?

A conservative estimate shows that from 400,000 to 450,000 different public school pupils of the Commonwealth have been taught, or are now being taught, by the student-teachers who have taken advantage of the instruction offered in the Normal.

What Per Cent of the Western Normal Students Have Limited Means?

The Western Normal is distinctly a people's school. Practically all of the young men and women who attend the institution are of limited means and come from the rural sections. These young men and women make teachers who not only understand rural life, but who are in sympathy with it and who are integral parts of it. When they catch a vision of a higher rural life and make a wider preparation for effective service, they go back into their respective communities and universally create a community spirit, develop community ideals, interest and thrift. At least 95 per cent of all the students of the Western Normal make their own money before entering school and pay their own expenses while in school.

Are the Students Who Attend the Western Normal Able to Pay Regular Tuition?

The best answer to this question is in the statement of the following facts: The average salary of the teacher in the Commonwealth is but a little over \$300 annually. Out of this amount the necessary demands for board, clothing, and all incidental expenses must be met; yet these noble sons and daughters of the Commonwealth strive to put aside enough to enable them to attend school from five to seven months during the year, thereby enriching their own lives and preparing for a larger influence and a greater usefulness. It is true that the average salary of the teachers (after they take advantage of the Normal and give themselves a richer preparation for their chosen work) is considerably higher than the average of all of the teachers in the Commonwealth, but many of these teachers would

56

have possibly been deprived of the education they have given themselves and the larger service they are rendering the Commonwealth, if they had not had an opportunity to take advantage of free instruction. All who attend the institution are universally grateful to the Commonwealth for the educational opportunities offered them and they are trying to show their appreciation by taking advantage of these opportunities and by giving the Commonwealth a better teaching service. If free tuition were not furnished, hundreds would not be able to attend the Normal. Even with their tuition paid, I have known hundreds of ambitious students to be forced to withdraw from school in the middle of a term on account of not having sufficient financial means to remain in school.

Do Many of the Women, After Attending the Normal and Teaching for Awhile, Marry and Withdraw from the Teaching Profession?

Many marry and become home-makers and they almost, without exception, take not only an active interest in having spiritual and physical sanitation in their homes, but become leaders in the educational field, and of all forms of improved life. They make better home-makers, better mothers, and better community builders as a result of having attended the institution. Many of them, while here, take Domestic Science and Arts and upon taking charge of a home of their own become a contagion of influence and an example of efficient domestic life. The Commonwealth can well afford to aid these noble women in acquiring a training that will make them more capable workers in their future homes.

Are the Schools and Teachers Improving in Efficiency and in Qualification?

The people are taking a new interest in the education of their children. They are demanding better teachers, better school houses and vitalized courses of study and are showing a willingness to pay for them. Consolidated and graded schools are being established, single room schools improved and communities developed. Much has already been accomplished and there is much more to be accomplished. There is an army of noble teachers who are giving prepared and inspired life to the work of instructing the youth, who realize that before they can succeed in the work of leading the masses into spiritual and industrial freedom, they must be free themselves and in order to enjoy freedom they must experience an intellectual and spiritual birth, a new baptism in a cause that is as high as liberty. These teachers believe that the time has come when the Commonwealth should demand competent teachers. They are willing to assist in kindling a fire of efficiency under the feet and in digging a professional grave before every skulawag in the teaching profession. However, these teachers have a right to expect that if they concentrate and consecrate their lives upon the altar of teaching and make liberal expenditures of time and money for preparation that the generous citizenship of the Commonwealth will recognize the work and importance of a true and competent teacher in a free democracy and will show its appreciation and patriotism by paying salaries in keeping with the service rendered, the dignity of teaching, the expense for preparation and the cost of proper living. Estimating on the basis of the average salary of the teacher of the Commonwealth and upon the average efficiency of the masses in the different occupations, I believe that the teachers, taken as a whole, are giving more effective service for the money they receive than any other class of people in the land. The teaching profession, however, is not what it should be, nor what it is going to be. All of us are bound to recognize that human lives are yet being wrecked and vast sums of money are being wasted upon inefficient teaching. Our hope is in more strong cen-

tralized schools, better single-room schools, better school buildings, practical courses of study and better qualified and paid teachers.

What Are Some of the Urgent and Immediate Needs of the Western Normal?

Its immediate needs are many and most urgent, but the management does not, in view of the present condition of the fiscal affairs of the Commonwealth, hope to receive at this time, all of the aid the institution needs. It is earnestly hoped, however, that the General Assembly will be as liberal in its treatment of the institution as its work and the finances of the Commonwealth will justify. I give below a short statement concerning some of the imperative needs of the Western Normal:

CULINARY DEPARTMENT The boarding proposition is one of the most serious questions that confront the institution. Hundreds of young women and men are being embarrassed daily and subjected to many hardships as a result of not having a place located near the institution where they can get table board at a reasonable rate. This condition is a source of disappointment and dissatisfaction among the students, that we can not remedy under the present conditions. There is no one need more imperative than a building for the establishment of a culinary department on the site of the institution.

A GIRLS' DORMITORY Out of the 3,349 student-teachers who entered the Western Normal during the past two scholastic years, 2,307 were young women. There is not a building on the new site where the girls can secure rooms. They are frequently forced to take unsuitable boarding, at a distance of from five to ten blocks from the institution. The accommodation on the old site provides for only one hundred students. The great number of women who have entered the teaching profession and who are attending the institution with a view of giving their Commonwealth a more effective service, are certainly entitled to accommodations that will offer them comfort, health and convenience. This need should have very early attention and consideration, as a dormitory on the campus is within itself a great protection to the great number of students, and of course every safeguard should be thrown around them.

A HEATING AND LIGHTING PLANT The Western Normal has no power plant, and labors continually under great disadvantages and is put to many extra current expenses on account of not having a central heating plant. The school is in need of a power plant that will not only provide heat and light for the institution, but the building should be constructed in such a way as to afford room for a Department of Manual Training. The Normal has not been able to establish Manual Training on account of not having sufficient and suitable class rooms in which to do the work, and current funds for its maintenance. There is no more vital work to be done by the institution than the training of her students in Manual Training.

A RECITATION BUILDING There is a congestion in the school on account of not having sufficient class room. This crowded condition can only be remedied through the construction of an additional building for class room purposes.

A GYMNASIUM The Normal is in great need of a gymnasium. It is anxious to develop a Department of Physical Education, but this can not be done successfully under the congested condition that exists, and with the present annual appropriation. The school has no higher duty than to promote the health and protect the lives of her students and to teach them so they can return to their respective communities and awaken an interest in Physical Education and fundamental recreations.

THE ANNUAL APPROPRIATION It is utterly impossible to successfully conduct the Normal on the present annual appropriation. Notwithstanding that the greatest economy has been exercised in the use of its current appropriation, the Normal has suffered severely for the want of additional funds to provide for its needs.

A MODEL RURAL SCHOOL There is a constant and urgent demand that the Normal exemplify as soon as possible the ways and means of conducting a Rural School. We therefore desire to establish a Modern Rural School that will be suitable for almost any community in the Commonwealth. In this Model Rural School, it is proposed to conduct a school composed of rural children, with the different grades just as they would be found in the ordinary Rural School. The purpose of this school is to offer a course of study that will meet the demands of the Rural Community. It will be taught by an expert teacher who knows the Rural Problems. The hundreds of rural teachers who attend the Normal annually will have an opportunity to observe the work done in this school, study its organization, and be required from time to time to take charge of the children in the school and instruct them, in the presence of an expert supervisor and instructor. This plan is considered by Educational Experts to be one of the most effective means of reaching and training the Rural Teacher.

LIBRARY BUILDING There is a pressing and imperative need for a library building. The present accommodations are wholly inadequate to meet the demands made upon the library by the hundreds of young men and women who use it daily while seeking a broader information to be used in the fields of service.

SCHOOL EQUIPMENT The different departments of the Normal are greatly in need of equipment. This demand can not be met with the present annual appropriation.

Have You Made a Summary Statement, Showing the Receipts and Disbursements of the Western Kentucky State Normal School?

Exhibit "A" shows the amount received by the Western Kentucky State Normal School for every month, from January 1st to December 31, 1914, and the expenditures for the same period. Exhibit "B" shows the receipts for every month, from January 1st to December 31, 1915, and the expenditures for the same period.

Exhibit A

RECEIPTS, 1914.

	January	February	March	April	May	June	July	August	Sept.	October	Nov.	December	Total
Laboratory Fees.....	\$ 106 50	\$ 117 25	\$ 84 50	\$ 149 75	\$ 153 50	\$ 89 25	\$ 70 50	\$ 6 00	\$ 78 50	\$ 57 50	\$ 45 25	\$ 82 75	\$ 1,041 25
Music.....	508 35	271 15	284 75	410 40	209 40	542 80	351 10	165 50	194 15	127 50	278 95	319 10	3,663 15
Rent.....	183 95	328 10	369 85	311 70	291 30	237 05	117 00	4 50	124 25	107 70	125 60	81 00	2,282 00
Tuition.....	148 88	94 00	94 00	149 25	.....	61 00	.....	11 00	28 00	20 50	10 00	.....	616 63
Miscellaneous.....	5,558 74	235 99	730 31	435 28	225 65	674 26	442 67	102 05	62 10	71 90	227 42	72 49	8,838 86
Commencement.....	18 00	.....	9 00	20 00	.....	.....	.....	.....	.....	.....	.....	.....	47 00
State Treasury.....	25,750 00	5,000 00	21,250 00	6,000 00	9,662 74	6,264 13	6,431 60	6,317 31	2,824 69	6,322 61	8,752 04	7,849 40	112,424 52
Totals—January.....	\$32,274 42	\$ 6,046 49	\$22,822 41	\$7,476 38	\$10,542 59	\$7,868 49	\$7,412 87	\$6,606 36	\$3,311 69	\$6,707 71	\$9,439 26	\$ 8,404 74	\$128,913 41
February.....	\$ 6,046 49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
March.....	.....	\$ 6,046 49	\$22,822 41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
April.....	.....	.....	.....	\$7,476 38	.....	.....	.....	.....	.....	.....	.....	.....	.....
May.....	.....	.....	.....	.....	\$10,542 59	.....	.....	.....	.....	.....	.....	.....	.....
June.....	.....	.....	.....	.....	.....	\$7,868 49	.....	.....	.....	.....	.....	.....	.....
July.....	.....	.....	.....	.....	.....	.....	\$7,412 87	.....	.....	.....	.....	.....	.....
August.....	.....	.....	.....	.....	.....	.....	.....	\$6,606 36	.....	.....	.....	.....	.....
September.....	.....	.....	.....	.....	.....	.....	.....	.....	\$3,311 69	.....	.....	.....	.....
October.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$6,707 71	.....	.....	.....
November.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$9,439 26	.....	.....
December.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$ 8,404 74	.....
Grand Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$128,913 41

EXPENDITURES, 1914.

	January	February	March	April	May	June	July	August	Sept.	October	Nov.	December	Total
General Expense.....	\$ 805 48	\$ 69 02	\$ 177 75	\$ 50 15	\$ 505 39	\$ 131 62	\$ 417 32	\$ 872 68	\$ 257 58	\$ 197 03	\$ 663 36	\$ 1,191 32	\$ 5,288 55
Printing and Stationery.....	1,342 86	289 01	980 25	100 55	286 55	325 53	788 52	21 41	137 00	188 03	202 36	287 71	4,899 38
Freight and Express.....	104 29	69 22	100 55	.....	35 83	.....	.....	50 58	.....	7 68	21 00	12 41	401 56
Miscellaneous.....	21,688 43	2,373 71	19,528 16	588 36	656 77	607 39	25 59	202 44	254 40	640 62	1,796 79	2,466 67	50,829 33
Equipment.....	1,831 13	1,490 80	1,919 35	3,834 45	214 91	50 65	257 98	69 95	44 42	128 00	198 53	901 00	10,941 17
Farm.....	312 62	.....	74 30	53 67	185 20	66 65	49 35	29 80	165 23	.....	.....	26 75	963 57
Salaries.....	4,351 64	5,439 49	5,265 72	126 08	7,631 43	5,435 42	5,720 26	5,071 02	1,612 96	4,989 12	5,594 36	5,633 34	56,617 84
Renewals and Repairs.....	332 34	321 27	144 93	2,000 00	248 55	2,710 00	204 54	.....	373 10	189 13	350 18	129 95	7,003 99
Totals—January.....	\$30,768 79	\$10,052 52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
February.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
March.....	.....	.....	\$28,191 01	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
April.....	.....	.....	.....	\$6,652 71	.....	.....	.....	.....	.....	.....	.....	.....	.....
May.....	.....	.....	.....	.....	\$9,764 63	.....	.....	.....	.....	.....	.....	.....	.....
June.....	.....	.....	.....	.....	.....	\$9,327 26	.....	.....	.....	.....	.....	.....	.....
July.....	.....	.....	.....	.....	.....	.....	\$7,463 56	.....	.....	.....	.....	.....	.....
August.....	.....	.....	.....	.....	.....	.....	.....	\$6,317 88	.....	.....	.....	.....	.....
September.....	.....	.....	.....	.....	.....	.....	.....	.....	\$2,844 69	\$6,339 61	.....	.....	.....
October.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$8,826 58	.....	.....
November.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
December.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
On hand January 1, 1914.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Receipts Year 1914.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total to Account for.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Expenditures Year 1914.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

11-5-1914

Exhibit B

RECEIPTS, 1915.

	January	February	March	April	May	June	July	August	Sept.	October	Nov.	December	Total
Laboratory Fees.....	\$ 113 25	\$ 149 50	\$ 69 50	\$ 138 50	\$ 181 75	\$ 162 25	\$ 16 00	\$ 2 00	\$ 198 00	\$ 18 50	\$ 83 50	\$ 120 25	\$ 1,253 00
Misc.....	418 50	283 00	318 80	558 60	268 50	625 85	214 20	116 25	650 55	247 65	457 00	359 15	4,518 05
Sales.....	6 75	.....	3 00	.....	.....	12 67	.....	351 52	27 92	317 15	9 85	.....	728 86
Rent.....	143 70	296 50	346 25	324 35	341 35	241 70	43 85	23 70	286 50	26 00	132 25	62 50	2,268 65
Tuition.....	96 00	25 00	20 00	57 77	3 00	70 00	2 00	.....	60 00	10 00	34 50	.....	378 27
Miscellaneous.....	4 80	362 82	250 23	206 26	28 77	6,812 94	74 72	24 07	263 36	15 13	3 22	66 81	8,113 13
Commencement Fees.....	.....	3 00	6 00	.....	42 00	562 00	42 00	209 00	15 00	14 00	13 00	9 00	915 00
State Treasury.....	6,745 93	6,585 44	6,327 99	6,480 31	6,451 60	.....	625 00	9,038 55	2,574 12	4,540 75	7,928 25	5,367 78	62,665 72
Totals—January.....	\$7,528 93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
February.....	.....	\$7,705 26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
March.....	.....	.....	\$7,335 77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
April.....	.....	.....	.....	\$7,771 79	.....	.....	.....	.....	.....	.....	.....	.....	.....
May.....	.....	.....	.....	.....	\$7,316 97	.....	.....	.....	.....	.....	.....	.....	.....
June.....	.....	.....	.....	.....	.....	\$8,487 41	.....	.....	.....	.....	.....	.....	.....
July.....	.....	.....	.....	.....	.....	.....	\$1,017 77	.....	.....	.....	.....	.....	.....
August.....	.....	.....	.....	.....	.....	.....	.....	\$9,765 09	.....	.....	.....	.....	.....
September.....	.....	.....	.....	.....	.....	.....	.....	.....	\$4,075 45	.....	.....	.....	.....
October.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$5,189 18	.....	.....	.....
November.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$8,661 57	.....	.....
December.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$6,551 51	.....
Totals.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$80,840 68

EXPENDITURES, 1915.

Salaries.....	\$5,819 27	\$6,049 90	\$5,702 99	\$5,912 41	\$ 6,212 46	\$8,002 78	\$ 687 27	\$8,229 21	\$1,733 81	\$4,556 83	\$5,737 97	\$ 5,356 79	\$64,001 69
Stationery and Printing.....	271 39	571 77	921 44	17 68	1 56	.....	.....	315 97	295 59	8 19	341 66	26 27	2,771 52
Freight, Express, Postage.....	166 05	22 60	81 80	49 28	17 56	179 10	8 75	216 65	135 38	14 59	80 78	10 63	983 17
Field Expenses.....	104 28	63 98	87 49	.....	.....	.....	.....	144 62	41 90	49 82	23 83	54 43	575 35
Rents.....	10 00	.....	.....	10 00	.....	75 00	.....	16 00	.....	.....	1 25	10 00	122 25
Telephone and Telegram.....	26 49	9 58	27 22	20 78	17 80	.....	.....	68 80	24 51	6 90	22 36	22 63	247 07
Furniture and Equipment.....	16 00	177 40	.....	27 54	6 00	17 50	93 50	41 63	15 92	.....	61 89	.....	456 98
Renewals and Repairs.....	84 87	107 58	116 85	67 60	8 80	.....	73 09	99 56	241 87	582 87	637 78	.....	2,020 87
Supplies.....	63 10	241 41	41 68	358 35	97 88	10 80	.....	360 12	224 93	44 92	267 05	55 48	1,765 72
Fuel and Light.....	710 86	301 76	125 32	341 35	100 68	115 78	74 14	59 28	235 76	59 44	376 00	436 31	2,936 68
Miscellaneous.....	256 62	154 28	142 49	553 35	1,129 02	88 53	81 47	124 29	453 55	452 03	544 98	195 10	4,175 71
Farm.....	.....	.....	88 49	90 70	45 88	.....	.....	88 91	74 12	11 70	.....	3 45	403 25
Totals—January.....	\$7,528 93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
February.....	.....	\$7,705 26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
March.....	.....	.....	\$7,335 77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
April.....	.....	.....	.....	\$7,449 04	.....	.....	.....	.....	.....	.....	.....	.....	.....
May.....	.....	.....	.....	.....	\$7,637 64	.....	.....	.....	.....	.....	.....	.....	.....
June.....	.....	.....	.....	.....	.....	\$8,489 49	.....	.....	.....	.....	.....	.....	.....
July.....	.....	.....	.....	.....	.....	.....	\$1,017 77	\$9,765 09	.....	.....	.....	.....	.....
August.....	.....	.....	.....	.....	.....	.....	.....	.....	\$3,477 34	.....	.....	.....	.....
September.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$5,787 29	.....	.....	.....
October.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$8,095 55	.....	.....
November.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
December.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
On hand January 1, 1915.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$80,460 26
Receipts Year 1915.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	000,000 00
Total to Account for.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$80,840 68
On hand January 1, 1916.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	380 42
Totals.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$80,840 68

Have You An Itemized Statement Showing All the Expenditures of the Western Kentucky State Normal School?

We have filed with Governor A. O. Stanley, Lieutenant Governor Jas. D. Black, the Speaker of the House of Representatives, Hon. H. C. Duffy, and Superintendent of Public Instruction, V. O. Gilbert, an itemized statement showing every disbursement for the period from January 1st, 1914 to December 31, 1915. There is also on file in the Auditor's office a similar statement and a duplicate bill for every item that has been paid since the enactment of the Uniform System of Accounting Law.

We also have on file in our office a bill and a receipt for every item that has been paid since the establishment of the Western Kentucky State Normal School.

LIBRARY OF CONGRESS



0 019 739 151 0

LIBRARY OF CONGRESS



0 019 739 151 0